

**2014-2015 Dual Enrollment Articulation Agreement
Between Clay County Public Schools and
Florida State College at Jacksonville**

THIS AGREEMENT, hereinafter referred to as ("the Agreement), is entered into by and between The School Board of Clay County, Florida, a body politic and corporate, hereinafter referred to as ("the District or CCSD") and Florida State College at Jacksonville, a political subdivision of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and the District have a long history of cooperation;

WHEREAS, Section 1007.271 (21), Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be developed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and;

WHEREAS, the 1992 Legislature repealed Sections 228.073, 228.074, 228.075, and 228.076. F.S., which related to regional coordinating councils; and

WHEREAS, the 1997 Legislature enacted SB 1688, recommending implementation procedures for adult vocational programs in conjunction with the repeal of the dual enrollment articulation agreements pursuant to section 239.109, Florida Statutes; and

WHEREAS, the 1998 Legislature enacted SB 1124, further clarifying SB 1688 and recommending establishment of the applied technology diploma (ATD), limiting college credit ATD to colleges or through articulation with vocational center students, defining performance as the basis for funding for workforce development and establishing a formula and base for funding, establishing an articulation agreement to include the applied technology diploma and the associate in applied science degree, creating the category of continuing workforce education (instruction for licensure renewal or certification, new or expanding business, retraining, or upgrade training); and legislation providing proviso language on implementation of K-16 measures that would continue reforms designed to create a seamless system of educational success; and

WHEREAS, the 2008 Legislature enacted SB 1908, which amended F.S. 1008.30 to require the Department of Education to purchase or develop assessments to be used by high schools in evaluating the college readiness of selected students prior to grade 12, beginning with the 2008-2009 school year; and WHEREAS the State Board of Education must establish by rule the

minimum test scores a student must achieve to demonstrate readiness; and WHEREAS students achieving the minimum scores, and enrolling in a community college within 2 years, will not be required to enroll in remediation courses; and WHEREAS high schools, to the extent practicable, must provide 12th grade students scoring below the minimum scores with access to remedial instruction prior to graduation; and

WHEREAS, the 2011 Legislature enacted HB 1255 to further strengthen and amend F.S. 1008.30 by requiring broader college readiness assessment of selected students prior to grade 12 and mandating districts to provide, and students demonstrating need per assessment to enroll in, 12th grade remediation coursework in reading, writing, and/or mathematics courses that encompass Florida's Postsecondary Readiness Competencies; and

WHEREAS the 2012 Legislature enacted HB 7059 amending s. 1007.271 F.S. clarifying student eligibility criteria for continued enrollment in dual enrollment courses, providing requirements for faculty members providing instruction in college credit dual enrollment courses, providing curriculum standards for college credit dual enrollment courses, authorizing participation at a Florida College System institution based upon capacity, as specified in the dual enrollment articulation agreement, establishing the college credit hours for participation in an early admission program, providing home education student eligibility criteria, providing requirements for developing a school district and Florida College System institution dual enrollment articulation agreement. Additionally repeals a provision providing for school districts and postsecondary institutions to conduct Advanced Placement instruction within dual enrollment courses; and requires the Department of Education to develop an electronic system for submitting dual enrollment articulation agreements for compliance review. Finally, eliminates an exemption from the Florida College System institution admission requirements for secondary students who are not participating in dual enrollment, i.e., students who are enrolled in college level instruction creditable toward an associate degree but not toward a high school diploma, e.g., "banked" credit or credit held in "escrow"; and

WHEREAS, the 2013 Legislature enacted SB 1514 amending 1007.271 F.S. requiring school districts to pay the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program to a public postsecondary institution delivering dual enrollment instruction on its campus, providing for cost reimbursement to the postsecondary institution for instruction occurring on the high school site, and eliminating the capacity-based limitations on dual enrollment participation by a Florida College System institution; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college

campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the College and the District desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and the District acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

NOW, THEREFORE, BE IT RESOLVED that the District and the College agree to the following:

- A. The Agreement is a modification of all existing articulation agreements.
- B. Pursuant to Section R., the Agreement may be further amended or modified only on written consent of CCSD or FSCJ consistent with all State and Federal statutes, rules and regulations.
- C. The College and the District agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.
- D. **Assignment of Responsibilities for Acceleration Programs:** The College and the District agree to provide acceleration opportunities for Clay County students through the Dual Enrollment (Academic Dual Enrollment and Career Dual Enrollment, and Early Admission), Advanced Placement, and International Baccalaureate programs. The College and the District agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. Information about available programs, and advising and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.

- E. **Career Academies:** The District and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Clay County students for postsecondary education. Agreements of this type will be developed under separate Memoranda of Understanding but are to be considered ratified under this Agreement.
- F. **Charter Schools and Home Schools:** The College and the District agree that students of Charter Schools in Clay County and Clay County private schools registered with the district are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Clay County home education program students who are officially registered with the District Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements.
- G. **Technical Program Articulation:** The District and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate Memoranda of Understanding, but are to be considered ratified under this Agreement.
- H. **Faculty Certification:** The College will authorize qualified instructors who are employed by the District to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A, and which are agreed to by the parties.
- I. **Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.
- J. **Insurance of College:** The District acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, College agrees to indemnify, hold harmless and defend the District from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of

College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

Insurance of District: The College acknowledges that the District is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the District. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Clay County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the District to be sued; or (iii) a waiver of sovereign immunity of the District beyond the waiver provided in Section 768.28, Florida Statutes. The District maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, District agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of District and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does CCSD agree to pay attorney's fees.

K. **Joint Use Agreements:** Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

L. **Delineation of Programs and Courses Not Part of the Agreement.** The College and the District agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by the CCSD Office of K12 Academic Support, Director/Articulation Officer.

M. **General Collaboration Efforts.** The College and the District agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

N. **Student Records.** The College and the District agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and the District. The parties may provide

personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225, Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A. 1232g and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225, Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A. 1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement; including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

- O. **Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, the District agrees to allow the College access, copying, and review of faculty transcripts already on file with CCSD. It is understood that after initial screening, faculty who meet SACSCOC credentialing standards must provide FSCJ with an official copy of their graduate transcript prior to encoding of their dual enrollment classes.
- P. **Non Exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- Q. **Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated and consented to by both parties and consistent with state and federal statutes, rules and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties, and shall reflect the date of the amendment.
- R. **Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The Renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.
- S. **Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program

Integrity Rules. Further, the District will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. The District agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all District staff and employees.

- T. **Notice:** All notices under this Agreement shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Dr. Nancy Yurko
Florida State College at Jacksonville
501 West State Street
Jacksonville, Florida 32202

With copy to:

Office of General Counsel
Florida State College at Jacksonville
501 West State Street, Suite 403
Jacksonville, FL 32202

If to CCSD:

Clay County School District
900 Walnut Street
Green Cove Springs, FL
Attn: Mr. Charlie Van Zant, Jr.

- U. **Background Screening:** College and CCSD agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

[Signature Page Immediately Follows]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective _____ 2014.

Florida State College at Jacksonville

By _____
Dr. Cynthia Bioteau
President

The School Board of Clay County,
Florida

By _____
Carol Y. Studdard
Chairman

By _____
Mr. Charlie Van Zant, Jr.
Superintendent of Schools

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

I. Dual Enrollment: Academic, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s. 1007.271 F.S.)

Academic dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements in the College of Arts and Sciences at FSCJ toward the Associate in Arts degree.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

CCSD will inform students and parents about opportunities for participation in Academic Dual Enrollment, Career Dual Enrollment and Early Admission programs through presentations at middle and high school sites, on the CCSD website, and District-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Academic Dual Enrollment, Career Dual Enrollment and Early Admission programs through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through the Dual Enrollment Student Handbook.

C. Location and Scheduling

With the approval of the College, eligible dual enrollment students may take the courses described herein during regular class periods at CCSD high schools in fall, spring, or summer terms, in approved times in fall or spring terms outside of the regular class periods at the CCSD high schools, or during any scheduled term (including summer term) in FSCJ facilities or online.

CCSD may not require students to register for only those dual enrollment classes offered at the high school, but may limit students from taking a course online or at an FSCJ campus if that same course is also offered at their home high school.

Dual Enrollment in classes offered on Military Base sites is limited to dependents of military personnel with active ID's and prior base access.

C. Course selection

College courses selected for this program shall meet and satisfy the requirements of s. 1007.271 F.S. for awarding both high school credit and college credit. CCSD shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, and to the ramifications and responsibilities of initiating a permanent college transcript.

In accordance with s. 1007.271 F.S., students may not earn dual enrollment credit for precollegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by CCSD and FSCJ. To ensure greatest relevancy toward a postsecondary degree, in academic dual enrollment, emphasis will be placed on courses within the general education core curriculum. Individual elective courses may be evaluated for relevance to intended college major. Those deemed pertinent may be granted dual enrollment credit.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at <https://www.fldoe.org/articulation/pdf/DEList.pdf> .

During the 2014-2015 Academic year, the high school graduation requirement for Economics will be met by students taking both ECO 2013 and the one credit ECO 1931—Financial Literacy within the same academic year.

The request for new courses and programs to be offered for dual enrollment will be made by the Director of K-12 Academic Support, CCSD, to the Executive Dean for Liberal Arts and Sciences, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-college credit high school course.

D. Course Equivalency

In general, 3 college credit hours are equivalent to a .5 high school credit, with 6 college credit hours equating to 1 full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <https://www.fldoe.org/articulation/pdf/DEList.pdf>.
2. High school credits shall be awarded per the status of the list at the time of student enrollment.
3. One credit hour college music courses are equivalent to .5 high school credit.
4. Most 2 hour college credit courses are equivalent to .5 high school credit.
5. College certificate program workforce credit courses are equivalent to a .5 high school career education credit

E. Eligibility for Academic Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Academic Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least 4 full high school credits.

2. Students who enroll in Academic Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities

or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics.

3. A minimum level 3 on FCAT 2.0 tenth grade Reading Test may be used for reading and writing placement. Students whose only test scores are qualifying FCAT 2.0 Reading wishing to take coursework in the 20152 (Spring 2015) term other than SLS 1103 must attempt the Math portion of the PERT and post scores prior to December 1, 2014.

4. Exception: Secondary students may qualify to take SLS 1103 with a 2.5 cumulative unweighted GPA calculated based upon at least 4 full high school credits if they have placed into college level reading on any of the established college placement tests . If they have no posted college-ready reading scores, they will qualify with a 3.0 unweighted cumulative high school GPA calculated based upon at least 4 full high school credits.

5. Students must meet all prerequisite requirements for any Academic Dual Enrollment courses prior to registration.

6. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least 4 full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.

7. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT,FCAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of K-12 Academic Support and the FSCJ Dual Enrollment Office.

8. Maximum course enrollments will be as follows:

a. College campus locations and college online courses: Students enrolled in dual enrollment courses are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is granted by CCSD.

b. Combination of college, online, and high school site enrollments:

i. Fall and Spring terms: Traditional Dual Enrollment students (those who are not participating in Early Admission) may enroll in no more than 11 credit hours per 16 week semester. This maximum includes all courses

taken as dual enrollment, including the college site, online, or at a high school location.

- ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term. Rising seniors may enroll in no more than 2 summer term courses. Rising juniors may enroll in one summer course during Term C (term after sophomore grades have been officially posted and evaluated). The following courses are available to rising juniors: AMH 2010, AMH 2020, ARH 1000, CGS 1100, DEP 2004, ECO 2013, ECO 1931, EUH 1001, GEA 1000, GEB 1011, HSC 1531, INR 2002, MUL 1010, PHI 2010, POS 2041, PSY 1012, REL 2300, SYG 2000, SOP 2272, SLS 1103.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA.

10. **IMPORTANT NOTE:** Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 3.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement in the dual enrollment program can be achieved through the following mechanism:

After the completion of two consecutive semesters (including fall, spring, or summer), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.

11. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.

12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the CCSD Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the CCSD Code (including issues of Academic Dishonesty) shall be referred to the appropriate Dean of Student Success for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including CCSD and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit B.

13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

14. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both CCSD and FSCJ. Exceptions

will include both academic and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term and a determination for such exception will be made prior to the first day of class.

F. Eligibility for Career Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least 4 full high school credits.

2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics.

3. A minimum level 3 on FCAT 2.0 tenth grade Reading Test may be used for reading and writing placement. Students whose only test scores are qualifying FCAT 2.0 Reading wishing to take coursework in the 20152 (Spring 2015) term must attempt the Math portion of the PERT and post scores prior to December 1, 2014.

4. Exception: Secondary students may qualify to take SLS 1103 with a 2.5 cumulative unweighted GPA calculated based upon at least 4 full high school credits if they have placed into college level reading on any of the established college placement tests. If they have no posted college-ready reading scores, they will qualify with a 3.0 unweighted cumulative high school GPA calculated based upon at least 4 full high school credits.

5. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.

6. Career Academy students who meet eligibility requirements based upon a qualifying cumulative GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by CCSD and FSCJ.

7. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of

reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, FCAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Department of K-12 Academic Support and the FSCJ Dual Enrollment Office.

8. Maximum course enrollments will be as follows:

- a. College campus locations and college online courses: Students enrolled in dual enrollment are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is granted by CCSD.
- b. Combination of college, online, and high school site enrollments:
 - i. Fall and Spring terms: Traditional Dual Enrollment students (those who are not participating in Early Admission) may enroll in no more than 11 credit hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location.
 - ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term. Rising seniors may enroll in no more than 2 summer term courses. Rising juniors may enroll in one summer course during Term C (term after sophomore grades have been officially posted and evaluated). The following courses are available to rising juniors: AMH 2010, AMH 2020, ARH 1000, CGS 1100, DEP 2004, ECO 2013, ECO 1931, EUH 1001, GEA 1000, GEB 1011, HSC 1531, INR 2002, MUL 1010, PHI 2010, POS 2041, PSY 1012, REL 2300, SYG 2000, SOP 2272, SLS 1103.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA.

10. **IMPORTANT NOTE:** Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 3.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement in the dual enrollment program can be achieved through the following mechanism:

After the completion of two consecutive semesters (including fall, spring, or summer), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.

11. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.

12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the CCSD Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the CCSD Code (including issues of Academic Dishonesty) shall be referred to the appropriate Dean of Student Success for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including CCSD and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit B.

13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

14. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both CCSD and FSCJ. Exceptions will include both academic and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term and a determination for such exception will be made prior to the first day of class.

G. Eligibility for Career Dual Enrollment: Non Credit Certificate Programs

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits.

2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six weeks of the first term of enrollment or achieve FCAT scores as designated in the dual enrollment section of this document. Students must also meet other requirements established by the career program in which they wish to enroll.

3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.

4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by CCSD and FSCJ.

5. Maximum course enrollments will be as follows:

a. College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early Admission program are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is granted by CCSD.

b. Combination of college, online, and high school site enrollments:

i. Fall and Spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than 11 credit hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location.

ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term, Rising seniors may enroll in no more than 2 summer term courses.

6. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 2.0 unweighted high school cumulative GPA.

7. **IMPORTANT NOTE:** Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 2.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement in the dual enrollment program can be achieved through the following mechanism:

After the completion of two consecutive semesters (including fall, spring, or summer), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.

8. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.

9. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the CCSD Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the CCSD Code (including issues of Academic Dishonesty) shall be referred to the appropriate Dean of Student Success for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including CCSD and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit B.

10. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

11. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both CCSD and FSCJ. Exceptions will include both academic and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term and a determination for such exception will be made prior to the first day of class.

H. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students who wish to enroll in early admission to begin in the Fall of 2015 must demonstrate readiness for college-level work with a 3.5 unweighted high school grade point average at time of initial college enrollment and scores on a common placement test adopted by the State Board of Education under s. 1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics. A minimum Level 3 on the FCAT 2.0 tenth grade Reading Test score may be used for reading and writing placement if accompanied by a qualifying mathematics score on one of the approved placement instruments. Note: Students beginning Early Admission in the Fall Semester of 2014 must meet the GPA standard set in the 2013-2014 DEAA of 3.25.
2. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in CCSD by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.
3. Students whose unweighted high school grade point average falls below the required 3.25 between application and start of Early Admission in the fall semester of 2014 will not be permitted to participate in the program. (As designated in 1. Above, the required unweighted high school grade point average which must be maintained for students beginning Early Admission in the Fall of 2015 will be 3.50.)
4. Students must enroll in at least 12 credit hours of college credit courses that meet high school graduation requirements per term of the fall and spring terms of senior year. Students must be advised in writing by CCSD that failure in, or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
5. Students may enroll in no more than 15 semester hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site,

online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 16 hours, this exception will be permitted.

6. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
7. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and an unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student in a subsequent term.
8. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the CCSD Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the CCSD Code (including issues of Academic Dishonesty) shall be referred to the appropriate Dean of Student Success for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including CCSD and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit B.
9. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
10. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both CCSD and FSCJ. Exceptions will include both academic and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations

Students of the CCSD and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts

degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines.

CCSD SHALL:

1. Inform students and parents about opportunities for participation in Academic Dual Enrollment, Career Dual Enrollment and Early Admission through presentations at middle and high school sites, on the CCSD website, and District-wide events for high school choice and acceleration mechanisms.

THE COLLEGE SHALL:

1. Inform students about opportunities for participation in Academic Dual Enrollment, Career Dual Enrollment and Early Admission through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through the Dual Enrollment Student Handbook.

B. Assessment Services

In all assessment activities, Clay County Public Schools and Florida State College at Jacksonville agree to adhere to the State policy regarding the number of times a student may attempt the PERT test

CCSD SHALL:

1. Conduct PERT testing for all appropriate prospective dual enrollment and Early College students at the high school site, including registered home school students. Home school students will be advised about periods of time in which testing opportunities may be limited due to State-mandated assessments.

C. Program Planning

CCSD SHALL:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1st of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first

time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.

2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than 1 month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.
3. Restrict high school instructors from teaching more than 50% of their course load in dual enrollment courses.
4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.
5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.
6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by the CCSD teachers
7. Collaborate with the College on the development of new Dual Enrollment sites and programs.

THE COLLEGE SHALL:

1. Send preliminary determination of the proposed course list back to CCSD within 3 weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.
2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.
3. Send notification of final approval of courses to CCSD within 2 weeks of credential verification of faculty and receipt of course syllabi.
4. Encode only those courses which appeared on the proposed course list and received final approval of faculty and course syllabi.

5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.
6. Collaborate with CCSD on the development of new Dual Enrollment sites and programs.
7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

D. Student Registration

CCSD SHALL:

1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.
2. Provide guidance and approval for specific course requests, documented on the application forms.
3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.
4. Forward applications to the FSCJ designated campus by the established deadline each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," and the CCSD "Code" and provide information to students about access to the online Student Handbook. .

THE COLLEGE SHALL:

1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.
2. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications. These coordinators will review applications and eligibility criteria prior to registering students in classes each term.
3. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.

4. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done through the campus dual enrollment coordinator in collaboration with the high school counselor.
5. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

D. Faculty

CCSD SHALL:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
 - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
 - b. Faculty teaching SLS 1103 must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all 3 components of the SLS Professional development training provided by the College.
 - c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.
2. Submit official transcripts for each proposed instructor.
3. Provide CCSD principals and prospective CCSD faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including:
 - a. Participation in yearly orientation sessions and course specific training provided by FSCJ
 - b. Submission of credentialing documentation including official transcripts
 - c. Use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the

- start of classes each term.
- d. Submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ
 - e. Submission of all course grades including assignments and tests on the Blackboard course shell made available to each instructor.
 - f. Participation in the electronic submission of grades according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment
 - g. Submission to periodic classroom observation by College representatives who will provide feedback to instructors for self improvement.
 - h. Familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.
4. Provide CCSD dual enrollment faculty with access to/training in the appropriate technology to perform expected classroom management activities including:
 - a. Artemis system to check classroom rosters for accuracy
 - b. Electronic submission of grades
 - c. FSCJ e-mail for updates, information, and communication
 5. Provide CCSD dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site.
 6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
 7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.
 8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than 2 classes) requiring another instructor to teach the course.

9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

THE COLLEGE SHALL:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform CCSD within 2 weeks of document submission if the proposed candidate meets credential standards.
2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate CCSD administrators, campus dual enrollment, and appropriate College administrators including College academic deans.
3. Provide appropriate course specific training for dual enrollment faculty and conduct evaluations of performance.
4. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
5. Provide a College faculty mentor for each CCSD dual enrollment faculty member
6. Provide access to the online current College faculty handbook and student handbook to each CCSD dual enrollment faculty member.
7. Perform an immediate credential review of any CCSD faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.
8. Assist CCSD in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.
9. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.

E. Curriculum

CCSD SHALL:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.

2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least 1 month prior to the beginning of the academic term.
6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline (Fall-February 1, Spring-July 1, Summer-August 1) will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.
7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.
8. Return completed final exams or end of course assessments to the executive dean to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

THE COLLEGE SHALL:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all CCSD dual enrollment faculty.

2. Provide all CCSD dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.
3. Review submitted syllabi and report approval status back to CCSD within two weeks of submission.
4. Provide assistance to CCSD faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.
5. Review, within 2 weeks of submission by CCSD, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by CCSD for equivalency to current standards.
6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty. Provide the exams and answer keys to the instructors prior to the period of administration, as well as contact information for the faculty leader of the test development team
7. Hold final exams returned to the College for a period of one year.

F. Supervision

CCSD SHALL:

1. Ensure all CCSD faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including , but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.
2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Dean of Liberal Arts, Collegewide Dual Enrollment Program Manager, and academic deans conducting classroom visitations.
3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.
4. Conduct formal performance appraisal of the dual enrollment instructor according to the current CCSD contract and Florida state law.

5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

THE COLLEGE SHALL:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and provide feedback/approval within 2 weeks for syllabus submissions and 4 weeks for other submitted documents
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus.
4. Provide feedback to the instructor on classroom visitations/evaluations within 4 weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.
7. Provide CCSD with information on the process for student submission of online instructional evaluation.

G. Student Performance, Grades, and Appeals

CCSD SHALL:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
 - a. For classes offered at the high school site, the grading may include a mid-term grade consistent with the Clay County Schools nine weeks reporting schedule for the participating high schools
 - b. There is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.

4. Ensure dual enrollment faculty electronically post course gradebook items in the Blackboard course shell provided for each course section and post final course grades in the College's Artemis system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and CCSD permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of 3 months.
6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned more than a single grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take dual enrollment courses in the subsequent semester.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within 3 weeks of the withdrawal.
9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake a math course must retake the PERT to ensure proper advising and placement.
10. Provide students on the high school site with information on how to appeal a grade through a written request to the office of the CCSD Director, K-12 Academic Support, who will then review the appeal with the FSCJ Dual Enrollment Program Manager for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

THE COLLEGE SHALL:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.

2. Review submitted gradebooks in the Blackboard course shells from CCSD faculty to ensure alignment with submitted grades.
3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus or online to the District.
4. Develop a secure electronic file transfer protocol to send grades from the Artemis system to CCSD.
5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

H. Student Advising

CCSD SHALL:

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
 - a. student eligibility requirements criteria
 - b. the option for taking dual enrollment courses beyond the regular school year
 - c. the minimum academic credits required for graduation
 - d. the fact that dual enrollment grades are posted to a permanent college transcript
 - e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. Encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
 - b. Assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
 - c. Advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.

THE COLLEGE SHALL:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. Assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
 - b. Assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
 - c. Advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.
4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

I. Student Costs and Fees

Consistent with provisions of Florida Statute s. 1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

- a. Art supplies
- b. Aviation flight fees
- c. Automotive tools
- d. Culinary equipment
- e. Health care uniforms
- f. Other consumables which will be identified by the college in collaboration with CCSD prior to student enrollment.

Students will be responsible for paying the one-time transcript request fee standard for all students of the College if they wish to have a copy of their College transcript.

J. Instructional materials

In accordance with s. 1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

CCSD SHALL:

Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by CCSD are the property of CCSD.

Charter schools: CCSD is not responsible for costs for textbooks or other instructional materials for Charter schools.

Home school students are responsible for paying all costs for textbooks and other instructional materials.

K. Transportation

Students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

L. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

CCSD SHALL:

1. Compensate CCSD personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.

2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at CCSD request.
3. Compensate FSCJ at the current rate of instruction, for any college campus or online class specifically requested by CCSD for targeted groups of dual enrollment students in which enrollment of CCSD dual enrollment students constitutes 16 or more.
4. Remit payment for on-campus and online tuition by October 15 for fall semester courses, by February 15 for spring semester courses, and by June 15 for any outstanding fall or spring registrations not covered in previous payments.

THE COLLEGE SHALL:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus or online course if there are more than 16 CCSD dual enrollment students and the course was not specifically requested by CCSD.
2. Provide the District with rates of instruction on an annual basis.
3. Invoice CCSD for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of CCSD.
4. Submit to CCSD an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take online or at an FSCJ Campus/Center during the Fall or Spring term. Invoices will be sent in September for Fall registrations, January for Spring registrations, and May for any registrations of Fall or Spring courses not covered in previous invoices.
5. Submit to CCSD an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV) taken by Dual Enrollment students on the college campus or online during the Fall or Spring semesters. Invoices will be sent in September for Fall registrations, January for Spring registrations, and May for any registrations of Fall or Spring courses not covered in previous invoices.
6. Not charge CCSD for Summer term tuition.

M. Teacher Preparation and In-Service Training

FSCJ and CCSD will partner to provide teacher preparation and in-service training to CCSD teachers and counselors to assist them in increasing the success of students in postsecondary education.

CCSD SHALL:

1. Designate a day during the Fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support CCSD teachers participating in required professional development training offered by FSCJ.
3. Support Guidance counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

THE COLLEGE SHALL:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer CCSD teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development
3. Offer recertification courses for CCSD teachers
4. Offer in-service for district guidance counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

N. Program Evaluation

The FSCJ Executive Dean for Liberal Arts and the CCSD Director, K-12 Academic Support shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for producing an annual evaluation report on implementation. The report shall include:

1. Number and percentage of high school student participants by school, program type, and course
2. Student course performance
3. Program improvement actions

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression.

2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

**FLORIDA STATE COLLEGE AT JACKSONVILLE
DUAL ENROLLMENT STUDENT CONTRACT**

Success in dual enrollment college classes is dependent upon academic readiness, social maturity, and motivation. Students who choose to enter dual enrollment classes are subject to the same rules and regulations as other college students. Classes contain mature, adult students from diverse backgrounds and life experiences. Additionally, course content is college level and may contain material, situations, and examples that may offend immature students. Students choosing to take college classes do so with the understanding that course rigor and content is intended for a mature, college-level student.

The high school student on the college campus experiences the same freedom and lack of direct supervision as any other college student; consequently dual enrollment students are expected to conduct themselves as adults and follow both the High Schools' Code of Student Conduct and the College's Expectations for Student Conduct.

College course-level expectations include, but are not limited to the following:

- Students are expected to follow the guidelines in the course syllabus and retain that syllabus for reference.
- Students are expected to be in class from the first day and should attend class regularly. Students may be assigned a grade of FN (Failure for Non-attendance) by the instructor for unexcused excessive absences.
- Students are expected to have their texts and other course materials the first day of class.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Students are expected to monitor their own progress in a course and to communicate regularly with their instructor if they have any questions about their progress or course material.
- Parents or guardians who have questions or concerns about their students' progress are subject to FERPA requirements and should direct their questions to the College Dual Enrollment Office and not to the course instructor.
- Students who take classes on the high school sites will have their final exams and program level assessments returned to the college and held for a period of one calendar year.

Program Level Requirements include, but are not limited to the following:

- Final course grades of W (withdrawal), D, F, or FN, are permanent parts of a student's college transcript and may negatively impact transfer to other colleges and universities, scholarships, and eligibility for Federal Financial Aid.
- More than one grade of W, D, F or FN in a single term will remove student eligibility for dual enrollment in a subsequent term.
- Students whose College GPA drops below 2.0 or whose unweighted HS GPA drops below 3.0 will lose eligibility for dual enrollment in a subsequent term.
- Students who fail to follow appropriate procedures to return instructional materials for classes on the College campus will lose eligibility for dual enrollment in a subsequent term.
- Students who violate the high school Code of Student Conduct or the College's Expectations for Student Conduct (including Academic Dishonesty) are subject to disciplinary action. Depending on the offense, this may include, but is not limited to, assignment or course failure, and suspension or removal from the dual enrollment program. Students are entitled to the College's Appeal Process in such circumstances.
- Students are not permitted to independently perform any registration activity. Any student found in violation will not be allowed to continue in dual enrollment for subsequent terms.

Students and Parents are expected to read the complete information regarding the Dual Enrollment program available in the Dual Enrollment Student Handbook on the College's website.

I, _____ / _____ / _____
(Print: Student First Name, Middle Name, Last Name) (Student Birthday MM/DD/YYYY)

have read and understand the above expectations and requirements for participation in the FSCJ Dual Enrollment Program.

Student Signature

Date

Parent/Guardian Signature

Date

FSCJ Dual Enrollment

Date

School Designee

Date